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I would not plague young climbers now to try
 A stretch that is beyond their utmost reach,
 Or write a sonnet, length and line to teach,
 Unless an equal task I'd take, that I
 Might feel the cause and strength of their outcry
 That it's too cruel; practice what I preach,
 To get the water's rhythm from the beach,
 Or crystallize in words a pulse or sigh.
 Echoes awaken vibrant in their souls,
 As courageous they hearken for a rhyme,
 And scan with hopeful beats their first wild springs
 To mount a Pegasus, and stir his wings
 With breath mechanical; his hoofs keep time,
 And forth the awkward fourteenth line unrolls!

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TIME-SAVING DEVICES IN ENGLISH WORK

Time, I have found, is a commodity which in the hands of the English teacher would smooth out many difficulties. I have not discovered a recipe for its manufacture, but I am offering a few simple and probably not original suggestions for time saving.

I realize now that nearly all my English-teaching life I have squandered hours in a mad pursuit through all the textbooks I owned for a certain exercise I had once used and wished to use again. That, at least, is over for me. I have classified in a notebook, in alphabetical order, all the common errors in both grammar and punctuation which I continually find on student's papers and for which I need exercises. Under these classified errors I put the names of the books and number of page to which I can turn quickly for exercises based on these errors. For example under the "comma fault" in punctuation I have:

Woolley's *Hand Book*, p. 192, Exercise 74.

Hitchcock's *Words-Phrases-Clauses*, p. 142, Exercises 10-12.

Hitchcock's *New Practice Book*, p. 124.

Ward's *Punctuation Leaves*, leaves 26, 27, 31.

And as I find new exercises in new textbooks they are recorded when the books are first reviewed. In one month I have estimated that I have saved several valued hours which had formerly been dissipated in an irritating and sometimes fruitless search through dusty books.

This classified information is kept in a loose leaf notebook which can also be used as a check on individual pupils. The names of those frequently guilty of the comma fault, for example, are recorded under that error with the date of the paper. Special exercises are then given to them alone and at the end of the year the list shows whether or not there has been an improvement.

Sometimes instead of using the exercises I have gleaned from textbooks I make use of the monitor system. During recitation a boy may make such a statement as: "They did not expect the scheme would work between him and I." I then ask two pupils to hand to the offending pupil before the next recitation five sentences apiece which call for the correct use of the objective or nominative cases, leaving a blank in place of the pronoun. Sometimes the error is of such a nature that the pupil himself can make up ten drill sentences such as "There is" and "There are" sentences. "Ten sentences for tomorrow, please," has become a byword and although it is awaited with a wicked gleam of expectancy by the class it is accepted good-naturedly by the culprit.

To be sure the same pupil often receives the penalty for the same error week after week but my book shows that that pupil makes the error fewer times in his written works. Consequently there was time saved in the end for the teacher and I like to think something gained for the pupil.

Speaking of an individual's repeated errors, did you ever notice how much good time was wasted in writing "Sp" over the same word on the same pupil's paper, perhaps year after year? Mr. Ward in his *Sentence and Theme* has a great deal to say about that. I have found that individual sentence-drill again helps, especially in sentences which combine a hard with an easy word similarly spelled, as: all right—all wrong; believe—friend; effort—effect, etc. We have parceled out to "needy and deserving" students such slogans as: "Believe your friend"; "This is not quite a right *angle*"; "It was a quiet eyed *angel*."

Maybe all English teachers make use of large manila envelopes for sorting various items of information. I did not until a few years ago; now my material, even classified roughly into poetry, grammar, and punctuation, written composition, and oral composition, is invaluable. My poetry envelope at present contains everything from a clipping from the *English Journal* on "Versification" to snatches of magazine verse. Eventually I shall separate my collected material into more convenient subdivisions. I have found that it is just as easy

to drop the *English Leaflet* on oral composition, for instance, into the oral composition envelope as to put it in a pile of old *Leaflets*. It is infinitely easier to find that information later when it is needed at short notice.

Still another means of conserving the teacher's time and energy is to let someone else do the work. That is not as Bolshevik as it sounds however. In most schools there can be no objection to training the pupils to do much of the clerical work which often falls upon the teacher—the recording of book numbers, the weekly and monthly record of the register, the endless copying of names—all of which few teachers need for discipline and most of which makes excellent training in accuracy for the pupils.

Another way to use the pupils is to let them think for you in regard to improvement devices for the course. One valuable suggestion I received last year was in reference to the management of the secretary's report. My custom had been to rotate the secretary's book from one pupil to the next at the end of each recitation. The intention is to have the report read at the beginning of each recitation. The class then knows to whom the book is passed and can thus get the necessary information for make-up work. As it worked out, however, the book would automatically make the rounds but the reading was some days omitted, giving the returned absentee no knowledge of where he might obtain the report for his make-up work. The suggestion was to have all reports left on my desk at the beginning of school and taken by the secretary-to-be at the beginning of each recitation. By that method an absentee was sure to find the report on my desk before his class recited. This suggestion came with many others in letters which I had the pupils write to me. Not all the letters gave suggestions but all that did showed a thoughtful study of improved methods and in no way attempted to be "smart."

I am still looking for short-cut methods, and there must be a great many hidden up the sleeves of our many English teachers. Not all methods will work under all conditions, but many of us would like the privilege of selecting from the *Journal* articles those that do meet our needs.

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